



LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



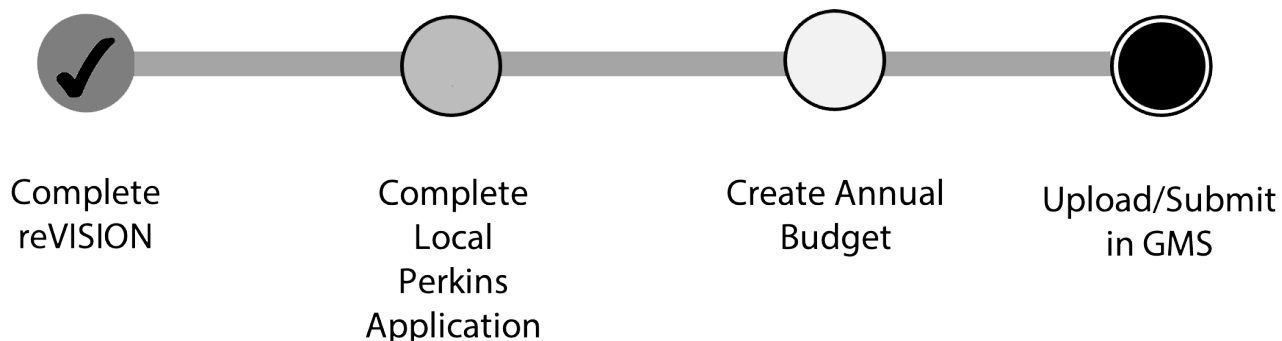
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at
<https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

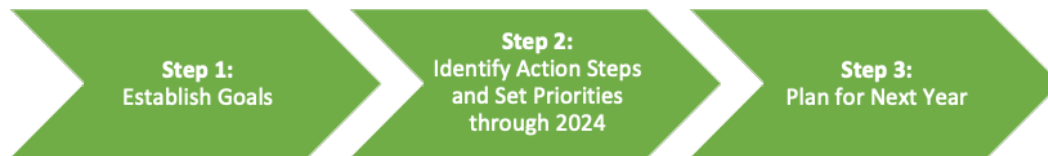
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

Consortium reVISION Summary. Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections

Element	Current State	Overarching Goal(s)
SAMPLE: <i>Size, Scope, and Quality and Implementing CTE Programs of Study</i>	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>We currently have at least 5 instructors with a Work Based Learning endorsement.</p> <p>(Harper, Seehusen, Beebe, Hosier, McKenney,)</p> <p>Students in all areas listed are exposed at the HS level as well as college visits to 2 and 4 year institutions. Students at the MS tour WSC. Career speakers and a career day are also brought into classes. We have students participate in an "Exposing Girls to Science and Technology Program".</p>	<ul style="list-style-type: none"> • Expansion of Career Education/Exploration at the 5th -12th grade level. • Alignment of courses to build up to a capstone level. • Improved planning and communication through scheduled course offering meetings.

Local Workforce Alignment	We use our strategic plan which includes local industry leaders and community members to drive our vision and direction. We are using School Improvement and PLC's to support this process.	<ul style="list-style-type: none"> • Increase the participation of our community leaders and local businesses in this process. • Expand areas in Culinary Arts, Early Childhood, CAN and Broadcasting program. • Increase the number of 9th graders who take introductory CTE classes. Look at flexible schedule options for our district.
Size, Scope, & Quality and Implementing CTE Programs of Study	We have a well rounded CTE program that allows capstone courses as well as dual credit courses for our students.	<ul style="list-style-type: none"> • Incorporate strategies to increase participation at the exploratory level
Student Performance Data	The biggest gap we see in our data is lower scores in our EL population. We continue to examine data to make adjustments to close this gap.	<ul style="list-style-type: none"> • Work to close the gap by increasing EL and ACT scores.
Recruitment, Retention, and Training of Faculty and Staff	<p>Over half of our CTE staff is tenured with the other staff members recently added to our expanded CTE staff.</p> <p>Six of these CTE teachers have are certified to supervise work-based learning activities.</p>	<ul style="list-style-type: none"> • Attend job fairs and develop partnerships with local Colleges to recruit high quality teachers. • Encourage CTE staff to attend CTE conference annually at district expense. • Provide top-notch training for all CTE staff to include APL, CKH, Marzano, etc. • Provide "Live in District" bonus for staff
Work-Based Learning	We currently do not have a work-based learning program at our High School.	<ul style="list-style-type: none"> • Increase work based opportunities in the areas of Early Childhood, Culinary Arts and CNA



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
 - d) Career exploration and assessment to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

RESPONSE:

- A. Schuyler Community Schools will ensure that each student has self-knowledge of NE career standards, academic standards and technical standards by using Nebraska Career Connections for self awareness, career exploration and career planning.
- B. Students will gain career exploration through speakers and/or attending a career fair that will promote H3 Occupations as determined through the reVISION process.
- C. Schuyler Community Schools makes a commitment to all students in preparation for their next step whether that would be a 4-year college, a 2-year college, the military or entering the workforce right out of school. This begins with each student doing a career interest inventory in

their Focus class. Students also create a 4-year plan to complete their HS requirements and explore CTE classes of interest that meet their career assessment.

- D. Teachers and counselors spend time evaluating the standards and determining the key elements which need to be addressed. Through all of these efforts, we will determine both time and content of professional development used to support ALL teachers' understanding of the importance of career education, as well as being able to help direct their students in developing pathways towards learning these skills.

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

- Expansion of Career Education/Exploration at the 5th -12th grade level.
- Alignment of courses to build up to a capstone level program in the area of culinary arts.
- Improved planning and communication through scheduled course offering meetings with students using their career exploration experiences and interests as talking points.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Move from a 7 period day to an 8 period day to allow students to take more CTE courses. • Conduct an annual Career/College/Technology fair for all students at the HS. • Develop a Career Education/Exploration program at the middle school level.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Have all 9-12 grade students complete a career interest survey in Focus. • Conduct a virtual (Covid) Career/College/Technology fair for all students at the HS. • Implement a Career Education/Exploration program at the middle school level.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Have all 9-12 grade students complete a career interest survey in Focus. • Conduct an in person Career/College/Technology fair for all students at the HS. • Monitor and adjust the Career Education/Exploration program at the middle school level.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Have all 8-12 grade students complete a career interest survey in Focus. • Conduct an annual Career/College/Technology fair for all students at the HS and 8th grade students.

- Monitor and adjust the Career Education/Exploration program at the middle school level.

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

Our district looked at some of our communities greatest needs and aligned them with H3 occupations. (<http://h3.ne.gov/> Nursing, Education and Construction fields dominate the top 10 Nebraska careers with 6 of the ten listed.) In doing so we believe there is a real need to expand our areas of nursing, construction, early childcare and education. Students entering these occupations will not only fill a need in our community but also the entire state. In addition, many of our students are already bilingual and we all know this is also a strength for our students.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

We will actively search out a staff member who can teach our CNA courses as well as aligning our Culinary and Early Childhood classes for a program of study for approval. Culinary arts will add another capstone course for students to pursue. In a community with a high Hispanic population our community already has a strong culture in the culinary arts. We will also explore dual credit education programs that can expose our students to a teaching/training pathway.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

All our students, including those in special populations, are made aware of course offerings and our counselors, in order to assure all special populations are met, meet with students to advise and meet individual student needs as they relate to CTE courses. All IEP meetings document future career options for students. Our "Newcomers" program will also assess individual skills and interests as well as

identifying skill based classes that will help students find a career of interest. These programs will help all students find classes that will not only prepare them to graduate but also to best meet their interests and needs for future success including those students who have special circumstances. Counselors will also work with students in special populations to overcome any barriers perceived to prevent student success.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

- Increase work based opportunities in the areas of Early Childhood, Culinary Arts and CNA, Broadcasting.
- Develop strategies to increase participation at the exploratory level.
- Increase participation at community and business and leadership level.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • Create an eight period day so students have the ability to take additional CTE courses. • Develop an upper level broadcasting course with real world applications.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Align our FCS curriculum to expand a career pathway in the area of culinary arts. • Articulate course/courses with metro community college in the area of culinary arts. • Implement the upper level broadcasting class that creates programs for public viewing.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Survey through "Thouhexchange" how our CTE programs are meeting the needs of our community and students and make adjustments as needed. • Investigate how we can start an early childhood/education career pathway.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Implement changes to existing programs based on data acquired from our students and community.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

Schuyler Community Schools has a well-rounded CTE program that includes Business Education, Ag Education, Family and Consumer Sciences and Skilled and Technical Sciences. It is supported by a strong Student Leadership organization in FFA and a growing program in FCCLA. Construction and Welding are our only programs of study that offer a career pathway. It is our goal to increase our career pathway options for students to meet H3 needs as well as those areas identified in our local needs assessment. We also offer dual credit options for students in Construction and Welding. With the success that our students have had in these programs our community recognizes the importance of adding other top notched programs alongside of them. These programs will meet the needs of our students as well as meet the needs of H3 (<http://h3.ne.gov/> Nursing, Education and Construction fields dominate the top 10 Nebraska careers with 6 of the ten listed), occupations that our state needs.

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

Teachers in all content areas will work to meet state CTE program of Study Standards and Programs of Study. Teachers will develop a comprehensive scope and sequence for each class as well. Finally all staff will receive NDE, ESU and District Professional training to ensure learning in the subjects that constitute a well-rounded education.

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

We currently have over 100 courses taken by students for dual credit. Our post-secondary partners include University of Nebraska at Lincoln (UNL), University of Nebraska at Kearney (UNK), and Central Community College (CCC). The students enrolled in dual credit courses have approximately a 97% completion rate at an "A" or "B" level. Students reaching this level of success are able to take these classes for free with the district paying for their courses.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District's Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

- Start to offer work based opportunities in the areas of Early Childhood, Culinary Arts and CNA, Broadcasting.
- Develop strategies to increase participation at the exploratory level
- Increase participation at community and business and leadership level.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Develop strategies to increase participation at the exploratory level by moving to an 8 period day. • Increase participation at community and business and leadership level by continuing to develop relationships with local business owners by working through our Chamber of commerce to set up an annual meeting to secure feedback from local business on meeting their needs, (Goal of 10 businesses represented)
Year 2: 2021-2022	<ul style="list-style-type: none"> • Develop a program at the middle school that focuses on career awareness for all students. • Increase participation at community and business and leadership level by continuing to develop relationships with local business owners by working through our Chamber of commerce to set up an annual meeting to secure feedback from local business on meeting their needs, (Goal of 15 businesses represented)
Year 3: 2022-2023	<ul style="list-style-type: none"> • Implement a program at the middle school that focuses on career awareness for all students. • Increase participation at community and business and leadership level by continuing to develop relationships with local business owners by working through our Chamber of commerce to set up an annual meeting to secure feedback from local business on meeting their needs, (Goal of 20 businesses represented)
Year 4: 2023-2024	<ul style="list-style-type: none"> • Evaluate the program at the middle school that focuses on career awareness for all students and make adjustments.

- Increase participation at community and business and leadership level by continuing to develop relationships with local business owners by working through our Chamber of commerce to set up an annual meeting to secure feedback from local business on meeting their needs, (Goal of 25 businesses represented)

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how the district will provide support to teachers so they will:

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- Prepare CTE participants for non-traditional fields
- Provide equal access for special populations to CTE courses, programs, and POS
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE:

Focus Definition: Each teacher has around 16 students that they meet with and advise Monday through Thursday. Teachers request these students (so each student knows their Focus Teacher wanted them in their class) and this group stays together for four years to create a family atmosphere.

- We will use time on Friday during our PLC's to train teachers on how to teach students about H3 occupations. By providing these lessons during Focus time we will insure that all students

including those of special populations receive this training. Focus teachers also know the individual needs of student.

- b. Through Focus, teachers highlight non-traditional fields in CTE and exploring the resources available to non-traditional students will educate students on other options available to them.
- c. Providing these discussions to all our students through Focus will insure that special populations receive this instruction. This will insure that all students, including special populations will have the same access to courses, programs and POS. Focus teachers are also the school's first connection with parents on student celebrations, advice and any concerns.
- d. No students, especially members of special populations will be discriminated against on the basis of their status as members of special populations and this is ensured through our Focus program.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

The development of a "Newcomers " program will do a better job of transitioning students who are new to the US as well as new to education into our system. This program will better prepare our students for academic and future success. Providing a complete English emersion program gives students a safe environment to challenge themselves. This environment will allow students to make progress at a faster rate and transition them into our regular school environment. As we develop this program we will continue to study other successful programs nation-wide and adjust our program to maximize student growth. If no meaningful progress is evident and we continue to see wide gaps in achievement we will monitor the data trends and provide additional professional development to close the achievement gaps.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

Our goal is to close the achievement gap by increasing EL and ACT scores. We will do this by locating identified students in another school building, teaching them the identified skills they lack (identify these skills through testing) and placing them into smaller classes where they will get more attention and function in a safe place. This may include reassigning some of our best bilingual teachers who can share their personal struggles.

Prioritized Action Steps for Student Performance Data:

Program Year

Action Steps

(What are you going to do to achieve your goal?)

Year 1: 2020-2021	<ul style="list-style-type: none"> • Develop a comprehensive “Newcomers” program. • Add EL staff to meet the needs of this new program.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Evaluate and improve upon the “Newcomers” program based on needs. • Reassign into this program, Bi-lingual teachers who possess the skills needed to create the best student results.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Evaluate other successful ELL programs to identify areas that we can improve upon. • Implement changes that will improve our “Newcomers” program.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Evaluate and improve upon the “Newcomers” program but providing needed teacher training to produce an increase in student performance.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district’s approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skill sets. In this section, you will use the results of your district’s Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

Our district will attend job fairs and develop partnerships with local Colleges to recruit high quality teachers. We will encourage CTE staff to attend CTE conference annually at district expense. We will also provide top-notch training for all CTE staff to include APL, CKH, Marzano, etc. We will provide a “Live in District” bonus for staff who choose to live in our district. We understand that when a staff member becomes a member of our community they have a higher level of investment in our district.

In order to improve our teaching talent we will reach out to post-secondary institutions as we see our current teachers retire or move on to other districts. In addition, we will seek out talented veteran teachers who can provide additional leadership for our programs. In order to improve teacher retention we will provide those teachers and programs with the resources needed to be successful.

15. In your district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then

list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Copy and paste from the reVISION Summary)

- Attend job fairs and develop partnerships with local Colleges to recruit high quality teachers.
- Encourage CTE staff to attend CTE conference annually at district expense.
- Provide top-notch training for all CTE staff to include APL, CKH, Marzano, etc.
- Provide "Live in District" bonus for staff

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Accept Student Teachers in CTE Areas. • Pay for attendance of state conferences. • Support teachers seeking post-secondary instruction. • Attend job fairs and recruit the highest quality CTE teachers. • Chart annual CTE concentrators in each CTE program.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Accept Student Teachers in CTE Areas. • Pay for attendance of state and national conferences. • Identify a CTE program, send a teacher and administrator to a national conference to seek new and innovative ideas to report back to the entire CTE department. • Support teachers seeking post-secondary instruction by providing loans. • Attend job fairs and recruit the highest quality CTE teachers. • Chart annual CTE concentrators in each CTE program.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Accept Student Teachers in CTE Areas. • Pay for attendance of state conferences. • Identify a different CTE program, send a teacher and administrator to a national conference to seek new and innovative ideas to report back to the entire CTE department. • Support teachers seeking post-secondary instruction. • Attend job fairs and recruit the highest quality CTE teachers. • Chart annual CTE concentrators in each CTE program.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Accept Student Teachers in CTE Areas. • Pay for attendance of state conferences. • Identify a different CTE program, send a teacher and administrator to a national conference to seek new and innovative ideas to report back to the entire CTE department. • Support teachers seeking post-secondary instruction. • Attend job fairs and recruit the highest quality CTE teachers.

	<ul style="list-style-type: none"> Look at the numbers of annual CTE concentrators over the last 4 years to monitor progress and identify needs.
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Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences.

Additional information about Nebraska's work-based learning strategies can be found here:

<https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

We currently have a great Capstone model in our Construction Program that provides students with WBL activities. It involves partnerships with our local Economic Development Agency, our local Home and Building Supply business as well as our school and post-secondary partners. It has been a model of other schools and communities over the last 20 years. We will look to this model as a framework to expand our WBL opportunities for our students.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

- Replicate our Construction Capstone program into other CTE areas.
- Develop WBL programs to increase students graduating with work place skills in other fields.
- We will seek out local industry leaders to provide input in the strategic plan to help bridge the gap between education and the job field.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> Increase participation at community and business and leadership level by continuing to develop relationships with local business owners by utilizing our Chamber of Commerce to help create these partnerships.
Year 2: 2021-2022	<ul style="list-style-type: none"> Add at least one additional capstone/work-based learning program this year. Building a strong culinary arts program has been identified as a community need.

Year 3: 2022-2023	<ul style="list-style-type: none"> • Add at least one additional capstone/work-based learning program this year. Creating an education and teaching career path with a focus on early childhood not only meets our community needs but also statewide needs.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Add at least one additional capstone/work-based learning program this year. Creating a partnership with our local hospital where students can pursue nursing as a career path and gain work based learning skills not only meets our local but also statewide needs.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Through multiple meetings, the committee evaluated all students to evaluate their experience in career development and selection. The group evaluated assessment data, course choice, course accessibility, and community connections to ensure systems in place are effective. As we worked through the plan, the focus was on developing strong instructors who can engage and provide high quality education to all students in all populations. In order to see success, we must recruit, train, and retain high quality staff members. Additionally, training is needed to determine the best practices for ensuring non-traditional students are enrolled in career pathways and seeing success as well as special education, English Language Learners, students who qualify for free/reduced lunches and all students in special populations. We want to make sure all students have opportunities to be successful in CTE courses.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or
2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or
3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

We meet annually to evaluate the progress on moving all our programs and specifically our CTE program forward. As we do this we seek input from our community, our parents, our students and our staff. This information drives the direction that we take with our programs. This process is part of our District's Strategic Plan and we use "ThoughtExchange" to involve all of our stakeholders.

Potential Stakeholder Worksheet for Local CTE Assessment

Use this template to identify stakeholders to assist in the Local CTE Assessment process. All listed are required in Perkins V unless noted with an asterisk(*) who will be present and represented at your Regional CTE Assessment meeting.

Role	Name	Organization	Email/Contact Info	Evidence of Engagement
Middle, Secondary CTE/Core teachers	Guillermo Gutierrez	SMS	guillermo.gutierrez@schuylercommunityschools.org	
	Cindy Beebe	SMS	cindy.beebe@schuylercommunityschools.org	
	Rachael Hansen	SMS	rachael.folda@schuylercommunityschools.org	
	Lori Novacek	SMS	lori.novacek@schuylercommunityschools.org	
Secondary school counselors, special education and advisement professionals,	Amy Johnson	SCHS	amy.johnson@schuylercommunityschools.org	
	Kati Bertrand	SCHS	kati.bertrand@schuylercommunityschools.org	

academic counselors				
Secondary principal(s)	Stephen Grammer	SCHS	stephen.grammer@schuylercommunityschools.org	
	Jim Kasik	SCHS	jim.kasik@schuylercommunityschools.org	
Secondary Instructional support, paraprofessionals			Adams, Dulce	
Parents and Students	Brian Vavricek	Parent	bvavricek@hotmail.com	
	Sara Velez	Parent	sarapond84@gmail.com	
Representatives of Special Populations <i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, *corrections</i>	Claudia Lanuza		claudia.lanuza@alegent.org	
	Everardo & Ana Cancino			(402) 352-6823
	Javier & Ava Arizmendeni		manager@schuylerinn.com	
	Jeff Black		Jeffrey.Black15@schuylercommunityschools.org	
Other Relevant Stakeholders				
*Postsecondary CTE faculty	Karin Rieger	Asst. Dean Early College - CCC	Krieger@cccneb.edu	
*Postsecondary Administrators	Ron Kluck	CCC Administrator	rkluck@cccneb.edu	

*Local Workforce Development board member				
*Regional Economic Development Organization Member	Audra Jedlicka			
*Local Business & Industry Representative	Lonnie Kitt		lkitt@qcsupply.com	
*Representatives of Indian Tribes and Tribal Organizations	Trina DeLeon			
*Youth corrections education representative	Denise Krael		dkrael@colfaxne.com	
*Postsecondary career guidance and advising professionals	Karen Reiger		Krieger@cccneb.edu	

2020 Strategic Planning Workshop

Who: Schuyler Community Schools Staff and Community Leaders

What: 2020 Strategic Planning Workshop

Where: Schuyler Central High School East Gym

When: January 20, 2020

Agenda

7:45-8:15 **Coffee/Rolls**

8:15-8:30 **Welcome:** Marcia Herring (*NASB Director of Board Leadership*)

8:30-9:30 **Keynote Speaker:** John Cook (*UNL Volleyball Coach*)

9:30-9:45 **Wellness Warriors** Presentations and 2nd Quarter **Outstanding Staff** Awards

10:00-11:00 **First Round:** Liz Anderson (*Thoughtexchange Engagement Coach*)

11:00-11:10 **“Five Minutes of Fame”**

11:10-11:55 **Second Round:** Liz Anderson (*Thoughtexchange Engagement Coach*)

11:55 **Closing Comments:** Marcia Herring

Schuyler Community Schools Staff: Lunch on your own

Community Leaders: Lunch at the Schuyler Nursing Home (Southwest entrance)

Nursing Home will be open for staff from 1:30 to 3:00.

Here is the link to our District Strategic Plan, along with a number of years of work:

<http://schuylerne.apptegy.us/o/scs/page/scs-strategic-planning?mode=edit>

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade

five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.